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ABSTRACT

This teaching guide for grades K-1 focuses on the 1999-2000 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. The guide includes six lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts and information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2000 quarter board. (BT)

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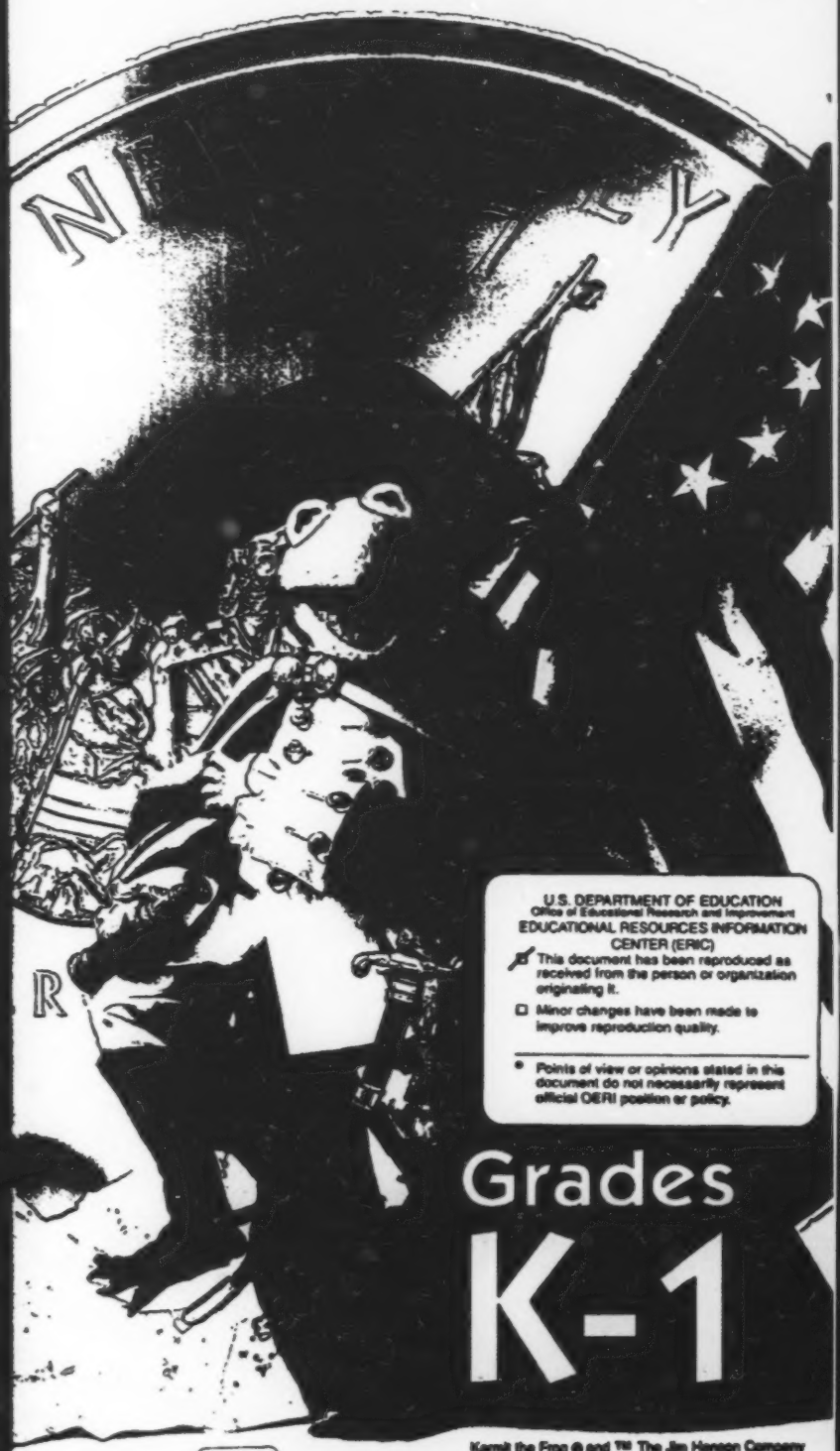
# The Greatest Educational Change America Has Ever Seen



This teaching guide includes:

- a teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines
- 50 State Quarters Program 1999-2000 quarter board

50 STATE QUARTERS
UNITED STATES MINT

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## Grades K-1

Kermit the Frog ® and ™ The Jim Henson Company

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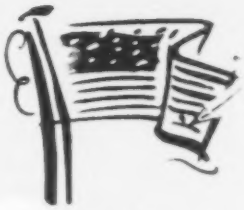

# Lesson Plans for Grades K-1

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| **Money Matters** | Identifying coins and their value. | • Math<br>• Language Arts<br>• Art | Whole group | 1 class period | 6-9 |
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### ADDITIONAL RESOURCES


**State Information Pages:**

**50 State Quarters™ Released in 1999**—Delaware, Pennsylvania, New Jersey, Georgia, Connecticut . . . . . **26-27**

**50 State Quarters™ Released in 2000**—Massachusetts, Maryland, South Carolina, New Hampshire, Virginia . . . . . **28-29**

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Lesson plans and other related 50 State Quarters™ Program materials are provided solely for teaching purposes. They may not be commercially distributed or distributed as a premium.

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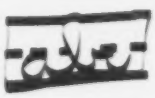
# 1: Fantastic Forms

## OBJECTIVE:

Students will recognize the physical shape of the USA and their home state.

## MATERIALS:

- 1 map of the USA (page 30), enlarged
- "Fantastic Forms" worksheet (page 5), one per student
- Background of program (page 4), one per student
- Crayons (red and blue)
- Chart paper
- Marker



## PREPARATIONS:

- Hang chart paper.
- Review "My Day at School" letter to parents (page 4).

## GROUPING:

- Whole group

## CLASS TIME:

- One class period

## CONNECTIONS:

- Social Studies
- Language Arts
- Art

## TERMS and CONCEPTS:

- United States of America
- Department of the Treasury
- The United States Mint



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# Recognizing the Shape of the USA and Home State

## STEPS:

1. Focus on the objective by asking: "Who can name the state that we live in?"
2. Display the enlarged map of the USA and have a child identify the state.
3. Trace around the outline of the state with a red crayon.
4. Trace around the entire outline of the United States with a blue crayon. Ask if anyone is able to identify what you just traced.
5. Ask students what they know about the United States of America. List on chart paper.
6. Introduce the 50 State Quarters™ Program (For information, refer to "My Day at School" letter to parents, page 4). Tell the class that they will be learning about each new quarter and using them in various activities throughout the year.
7. Distribute the "Fantastic Forms" worksheet (page 5). Have each child trace their state and the outline of the USA. Students can write in the name of their state.
8. Have students take home a copy of the "My Day at School" letter (page 4) explaining the 50 State Quarters™ Program. Students should also show their families their completed "Fantastic Forms" worksheets.

## ENRICHMENT/EXTENSIONS:

*In small groups, students can work with their teacher to identify all 10 states for which special quarters will have been released by the end of 2000. Students can color these states on their map and print each state's name.*

**Notes:**



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Name _____ Date _____

# My Day at School

In school today, we learned about the United States Mint's 50 State Quarters™ Program. The United States Mint is making special quarters for each state in the United States of America, including my state. The new quarter for my state will have a picture on the "tails" side that is a symbol for the state.

The United States Mint releases five quarters each year. This is the second year of the 50 State Quarters™ Program, so there will be special quarters for 10 states by the end of the year.

We also learned the name of the state we live in and what its outline looks like. You can see my state on the worksheet I brought home. I traced the outline of my state with a red crayon. We also learned about the United States of America. I traced the outline of the USA with a blue crayon.

My teacher says that this year, we will use the 50 State Quarters™ to learn about other things, like the value of money, facts about states in the USA, and how to make a graph and a timeline. I think that will be lots of fun.

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Name _____ Date _____

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Name _____ Date _____

# Fantastic Forms

**DIRECTIONS:**

Trace the outline of your home state with a red crayon.
Trace the outline of the USA with a blue crayon.

What is the name of the state that you live in?

_____



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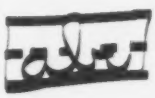
# 2: Money Matters

## OBJECTIVE:

Students will recognize a cent, nickel, dime, quarter, half-dollar, and Sacagawea Golden Dollar, and identify the value of each coin.

## MATERIALS:

- *Why Money Was Invented*[1] by Neale S. Godfrey (optional)
- Chart paper
- Cents, nickels, dimes, quarters, half-dollars, and Sacagawea Golden Dollars (real coins, or paper coins copied from the "Reproducible Coin Sheets" on pages 31 and 32)
- "Money Matters" worksheets (pages 8 and 9), one per student
- Glue
- Pencils or crayons



## PREPARATIONS:

- Gather several coins of each kind (cents, nickels, dimes, quarters, half-dollars, and Sacagawea Golden Dollars).
- Hang chart paper.
- Preview book.

## GROUPING:

- Whole group

## CLASS TIME:

- One class period

## CONNECTIONS:

- Math
- Language Arts
- Art

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# Identifying Coins and Their Value

## TERMS and CONCEPTS:

- Cent
- Nickel
- Dime
- Quarter
- Half-dollar
- Golden Dollar
- Money
- Coins
- Value

## STEPS:

1. Read *Why Money Was Invented*[1] by Neale S. Godfrey (optional).
2. Focus on the objective by asking: "Can anyone name any of the coins that we use as money today?"
3. List responses on chart paper. Complete list if all coins are not mentioned (cent, nickel, dime, quarter, half-dollar, Sacagawea Golden Dollar). You may wish to show sample coins and have students name them.
4. Ask if anyone knows the value of any of the coins listed. List correct responses next to the appropriate coin. *NOTE: Explain the use of money symbols such as "$" and "¢" if children are not already familiar with them.*
5. Have students complete the two "Money Matters" worksheets (pages 8 and 9). These can be completed as a class or in small groups, with or without teacher assistance.

## ENRICHMENT/EXTENSIONS:

*Read* A Quarter From The Tooth Fairy[2] *by Caren Hollzmon.*

*Have students practice making 25¢, 50¢, 75¢, and $1.00 using various coin combinations.*

*Have students create coin rubbings of several different coins using pencils and crayons.*

## Notes:

1.) Godfrey, Neale S. *Why Money Was Invented.* Columbus: Silver Burdett Press, 1996.
2.) Hollzmon, Caren. *A Quarter From The Tooth Fairy.* New York: Scholastic Trade, 1995.



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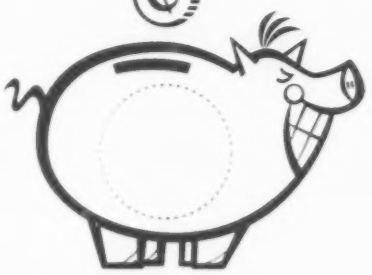
Name _____ Date _____

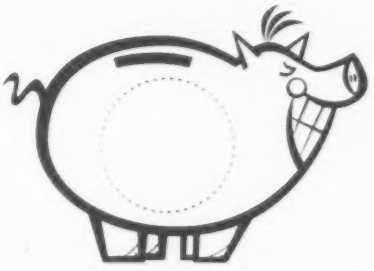
# Money Matters

**DIRECTIONS:**

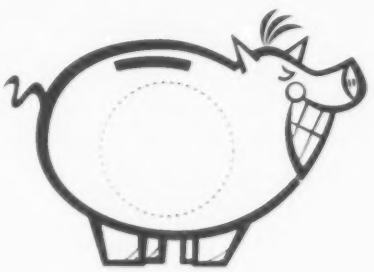
Glue each coin in the correct piggy bank.



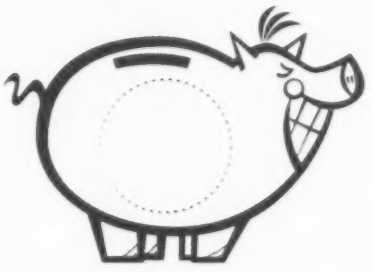
10¢



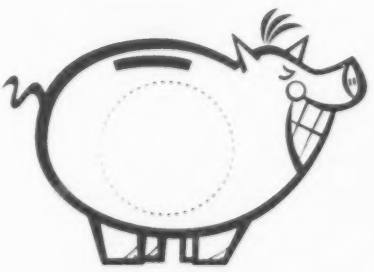
25¢



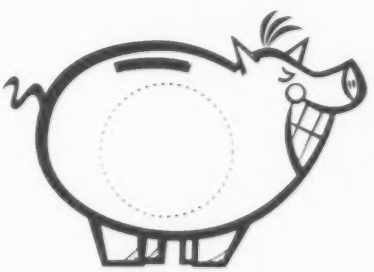
5¢



1¢



50¢



$1

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Name _____ Date _____

# Money Matters

**DIRECTIONS:**

- Below each picture, glue the correct name of the coin.
- Write the value of the coin.

OBVERSE © 1999 U.S. MINT ALL RIGHTS RESERVED

Half-Dollar
____¢

Nickel
____¢

Cent
____¢

Quarter
____¢

Golden Dollar
____¢

Dime
____¢



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# 3: Simple Symbols

## OBJECTIVE:

Students will define what a symbol is and identify symbols associated with pre-selected states.

## MATERIALS:

- *I Read Symbols*[1] by Tana Hoban (optional)
- "Select a Symbol" worksheet (page 12), one per student
- "State the Facts" worksheet (page 13), one per student
- "State Information Pages" (pages 26-29)
- Crayons and pencils

## PREPARATIONS:

- Select state to focus on.
- Enlarge quarter for focus state (using "Reproducible Coin Sheets", pages 31 and 32).
- Preview facts: name, symbol, bird, flower.
- Make a chart of state facts using chart paper or a chalkboard. Include visuals, if possible.

## GROUPING:

- Whole group/small groups

## CLASS TIME:

- One class period

## CONNECTIONS:

- Social Studies
- Language Arts
- Art



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# Understanding and Identifying Symbols

## TERMS and CONCEPTS:

- Symbol

## STEPS:

1. Focus on the objective by asking: "Who can tell me what a symbol is?"
2. Read *I Read Symbols*[3] by Tana Hoban (optional). Ask if children can identify the symbols pictured in the book.
3. Explain to the students that a symbol is something—a picture or a drawing—that stands for or represents something else.
4. Remind the students that, with the 50 State Quarters™ Program, every state has selected a special symbol to represent that state. This symbol will appear on a quarter.
5. Display your state fact chart about the focus state and discuss the facts listed. Also display the enlarged copy of the new quarter. Ask students why they think the symbol was chosen to represent the state. Provide the correct information, if necessary.
6. Ask students to think about what type of symbol would best represent them. Provide students with the "Select a Symbol" worksheet (page 12).
7. Have students share their symbols in small groups or as a class.
8. Display the state facts visual and distribute the "State the Facts" activity (page 13) to a small group. Have students complete the worksheet, with teacher assistance if necessary.

## ENRICHMENT/EXTENSIONS:

*The "State the Facts" activity can be used for every state. If a quarter for the state(s) you choose has not yet been released, have the children design a symbol that they feel represents that particular state and explain their choice. Display their designs on a bulletin board or on available wall space.*

**Notes:**

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3.) Hoban, Tana. *I Read Symbols*. New York: HarperCollins Children's Book Group, 1983.



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Name _____ Date _____

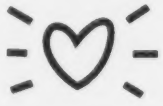
# Select a Symbol

**DIRECTIONS:**
If you could choose a symbol to represent you, what would it be? Draw your idea below.

**Here are some examples of symbols describing people:**

Likes cats

Eats good food


Loves someone

Likes to go hiking

Plays soccer

A good student

I drew this picture because _____.



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Name _____ Date _____

# State the Facts

**DIRECTIONS:**

Share facts about a state using words and pictures!

Write where you see a pencil. Draw where you see a crayon.

## Here are the facts about

_____.

The **symbol** on the state's coin is

_____.

This state's **bird** is

_____.

This state's **flower** is

_____.

This state's **tree** is

_____.



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# 4: Great Graphs

## OBJECTIVE:

Students will create a bar graph to demonstrate quantity.

## MATERIALS:

- Plastic bags
- 10 copies of "Cool Quarters" coin sheet (page 16), laminated and cut
- "Great Graphs" worksheet (page 17), one per student
- Crayons

## PREPARATIONS:

- Make 10 copies of the "Cool Quarters" coin sheet (page 16). Laminate sheets and cut out coins. (*A great idea for a parent volunteer!)
- Prepare 6 bags with a mixture of the 2000 quarters (Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia).
  *NOTE: Do not put more than 10 of any type into each bag.*

## GROUPING:

- Small group (6)

## CLASS TIME:

- 20-30 minutes

## CONNECTIONS:

- Math
- Art

## TERMS and CONCEPTS:

- Bar graph
- Data
- Least
- Record
- Sort
- Most

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# Gathering Data and Creating a Bar Graph

## STEPS:

1. Focus on the objective by saying: "Today we are going to make a bar graph."
2. Ask the students to explain what a graph is. Provide correct information, if necessary.
3. Tell the students that they will be collecting their "data," or information, using the bags of "quarters."
4. Distribute bags, along with the worksheet entitled "Great Graphs" (page 17).
5. Have students sort their quarters into groups based on state symbols (all Massachusetts coins in one pile, all Maryland coins in another pile, and so on).
6. After all the quarters have been sorted, have students begin with the Massachusetts group. Explain that they need to count how many are in the group and record the information by coloring in that many spaces on the graph.
7. Continue this procedure using the Maryland, South Carolina, New Hampshire, and Virginia quarters.
8. Assist students in using their graph to answer the three questions on the "Great Graphs" worksheet (page 17).

## ENRICHMENT/EXTENSIONS:

*You can change the coins on the "Great Graphs" worksheet (page 17) by reducing the 1999 quarters (page 16) by 85%, and gluing the 1999 quarters over the 2000 ones before making copies.*

*Make a large classroom graph to record how many of each quarter the class can collect over a certain time period—1 week, 2 weeks, etc.*

**Notes:**

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# Great Graphs

Copy and laminate this sheet. Cut out quarters and assemble bags, as instructed in the "Great Graphs" lesson plan (pages 14 and 15). *NOTE: Use one year's quarters only (1999 or 2000).*

**1999**

**2000**

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Name _____ Date _____

# Great Graphs

**DIRECTIONS:**

Using your bag of quarters, complete the graph below.

1. **Sort** your coins into groups.
2. **Count** how many coins are in each group.
3. **Record** your results by coloring in the correct number of spaces below each quarter.

| | | | | | |
|---|---|---|---|---|---|
| 10 | | | | | |
| 9 | | | | | |
| 8 | | | | | |
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |

1. Which quarter did you have the most of? _____
2. Which quarter did you have the least of? _____
3. How many quarters did you have altogether? _____



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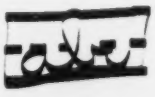
# 5: How Change Has Changed

## OBJECTIVE:

Students will create a timeline to show the sequence of change that the "tails" side of a quarter has gone through.

## MATERIALS:

- 50 State Quarters™ 1999-2000 quarter board provided by the U.S. Mint
- "How Change Has Changed" worksheets (pages 20 and 21), one per student
- *Why Money Was Invented* by Neale S. Godfrey (optional)
- Copies of the 2000 quarters (page 31), reduced 85%, one per student
- Scissors • Glue • Chart paper • Markers



## PREPARATIONS:

- Make an enlarged copy of the back of the quarter board showing the design types and changes of the U.S. quarter.
- Make copies of the 2000 quarters (page 31), reduced 85%. Three rows of 2000 quarters will fit vertically on an 8½" x 11" sheet of paper, and can be cut into strips to hand out to students.
- Hang chart paper.

## GROUPING:

- Small groups (5 or 6)

## CLASS TIME:

- 20-30 minutes

## CONNECTIONS:

- Social Studies • Math
- Language Arts • Art

## TERMS and CONCEPTS:

- Timeline
- Sequence
- Change



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# Understanding and Creating Timelines

## STEPS:

1. Focus on the objective by asking: "Who can tell me something that they know of that has changed?" (Possible responses: babies to adults, puppies to dogs, tadpoles to frogs, caterpillars to butterflies.) List responses on chart paper.
2. Explain that many things change naturally over time, such as people, animals, and insects.
3. Discuss other changes of things from the past to the present, such as transportation and technology.
4. Review the story, *Why Money Was Invented*[4], by Neale S. Godfrey, from lesson #2 (page 6). Discuss how our money system has changed over time.
5. Display the quarter board, focusing on the back where the quarter visuals are located. Display an enlarged copy for better viewing.
6. Explain that the design of the quarters has changed a lot since 1796. Tell students that they will be making their own timeline to show some of the changes that the "tails" of quarters have been through from 1796 until now.
7. Distribute the "How Change Has Changed" worksheet (page 20) and a copy of the 2000 quarters.
8. Have students cut out all the coins on the "How Change Has Changed" worksheet (page 20). Ask students to pick their favorite 2000 quarter and cut it out from the sheet provided.
9. Supply students with the "How Change Has Changed" timeline (page 21). Ask them to glue each quarter in correct sequence. Spaces #1-6 are filled with quarters from the "How Change Has Changed" worksheet (page 20—each is numbered). Students should glue their favorite 2000 quarter in space #7.

## ENRICHMENT/EXTENSIONS:

*Ask students to create a visual timeline based on their life using photographs and/or drawings. Have them share their timeline with the class.*

*Have students brainstorm a list of ideas for other timelines they could make.*

---

4.) Godfrey, Neale S. *Why Money Was Invented.* Columbus: Silver Burdett Press, 1996.



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# How Change Has Changed

**DIRECTIONS:**
Cut on the dotted lines.

1892-1916

1815-1828

1916-1917

1804-1807

1932-1964

1796

2000

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# How Change Has Changed

**DIRECTIONS:**
Cut on the dotted lines.

1892-1916

1815-1828

1916-1917

1804-1807

1932-1964

1796

2000

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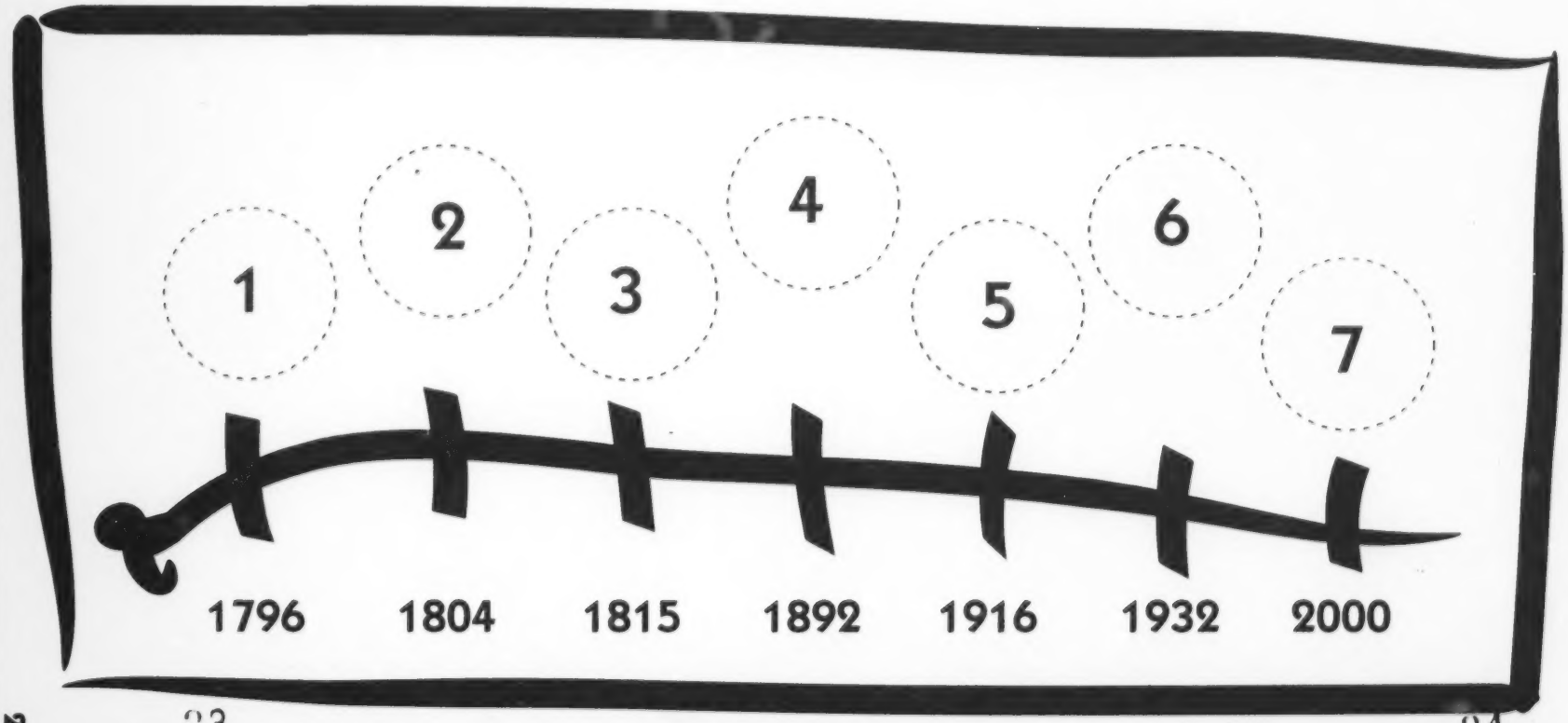
Name _____ Date _____

# How Change Has Changed

See how the "tails" side of the quarter has changed over time by completing this timeline.

**DIRECTIONS:**

Glue each coin in the correct order along the timeline.



# 6: Cooperation Station

## OBJECTIVE:

Students will create a class book based on the states covered during the year.

## MATERIALS:

- "Cooperation Station" worksheets (pages 24 and 25) copied front to back, one per group
- Crayons
- Pencils
- Strips of paper with children's names pre-printed
- Strips of paper with state names pre-printed
- "State Information Pages" (pages 26-29)
- United States of America map template (page 30)
  *NOTE: Map may need to be enlarged to appropriate size.*
- 1 three-ring binder or report cover with fasteners

## PREPARATIONS:

- Prepare a sample class-book page by completing the worksheets on pages 24 and 25.
- Place students in groups of 2 or 3. Place names in each area (2 or 3 children's names and 1 state name).
- Place worksheets, crayons, and a pencil at each station.

## GROUPING:

- Whole group
- Small groups of 2 or 3

## CLASS TIME:

- 2-3 class periods

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# Working Cooperatively to Create a Class Book

## CONNECTIONS:

- Social Studies
- Language Arts
- Art

## TERMS and CONCEPTS:

- Cooperation
- Fact

## STEPS:

1. Focus on the objective by saying: "Today we will be creating a class book about the states we have discussed this year."
2. Have students review cooperation rules such as:
   - Work nicely together.
   - Share materials in the group.
   - Everyone should do his/her part.

   *NOTE: The teacher can determine the rules for his or her class.*
3. Explain that students will find their name at a station. The name of the state that they will be working on is also at the station.
4. Review what a fact is.
5. Display a sample class-book page, and give students instructions for completing their pages. *NOTE: Make resources available so that students can find information on the states, if needed. You may wish to include a map students can use to trace the outline of the state they are working on.*
6. Have students share their work with the whole group.
7. Bind all pages together and place in your classroom library.

## ENRICHMENT/EXTENSIONS:

*Have groups of students sign up for a time when they can read their class book to other classes in the school.*

*Let each child take the book home for one night to share with his or her family.*

**Notes:**



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Name _____ Name _____

Name _____ Date _____

# Cooperation Station

**Here are facts about the state of _____.**

1. Draw the symbols you see on the quarter.

2. These symbols were chosen because _____

_____

_____

_____

_____.

3. What are some of this state's other symbols?

| State Bird | State Flower | State Tree |
|---|---|---|



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# Cooperation Station

**DIRECTIONS:**

Draw an outline of the state you have been assigned.

**This is an outline of _____.**



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# State Information 1999 Quarters

## Delaware

The Delaware quarter, depicting the historic horseback ride of Caesar Rodney, galloped onto the scene as it kicked off the much anticipated U.S. Mint's 50 State Quarters™ Program.

Caesar Rodney was a delegate to the Continental Congress. On July 1, 1776, despite extreme illness, Rodney set off on the 80-mile journey to Philadelphia withstanding thundershowers and a severe summer heat wave. The next day, he arrived at Independence Hall just in time to cast the deciding vote in favor of our nation's independence. This native of Dover has also held more public offices than any other Delaware citizen. In addition to being an extremely dedicated delegate, Rodney was also a soldier, judge, and speaker of Delaware's Assembly.

**State Capital:** . . . . . Dover
**State Bird:** . . . . . Blue Hen Chicken
**State Tree:** . . . . . American Holly
**State Flower:** . . . . . Peach Blossom
**State Motto:** . . . . . Liberty and indepedence
**Entered Union (rank):** . . . . . December 7, 1787 (1)
**Nickname:** . . . . . First State
**Origin of Name:** . . . . . Named for Lord De La Warr
**State Song:** . . . . . "Our Delaware"

## Pennsylvania

The Pennsylvania quarter, the second coin in the 50 State Quarters™ Program, depicts the statue "Commonwealth," an outline of the state, the state motto, and a keystone. This design was chosen to further help educate people about the origins of our second state, founded on December 12, 1787.

The statue "Commonwealth," designed by New York sculptor Roland Hinton Perry, is a bronze-gilded 14' 6" high female form that has topped Pennsylvania's state capital dome in Harrisburg, Pennsylvania, since May 25, 1905. Her right arm extends in kindness and her left arm grasps a ribbon mace to symbolize justice. The image of the keystone honors the state's nickname, "The Keystone State." At a Jefferson Republican victory rally in October 1802, Pennsylvania was toasted as "the keystone in the federal union." The modern persistence of this designation is justified in view of the key position of Pennsylvania in the economic, social, and political development of the United States.

**State Capital:** . . . . . Harrisburg
**State Bird:** . . . . . Ruffed Grouse
**State Tree:** . . . . . Eastern Hemlock
**State Flower:** . . . . . Mountain Laurel
**State Motto:** . . . . . Virtue, liberty, and independence
**Entered Union (rank):** . . . . . December 12, 1787 (2)
**Nickname:** . . . . . Keystone State
**Origin of Name:** . . . . . In honor of Admiral Sir William Penn, father of William Penn
**State Song:** . . . . . "Pennsylvania"

## New Jersey

The New Jersey quarter, the third coin in the 50 State Quarters™ Program, depicts General George Washington and members of the Continental Army crossing the Delaware River en route to very important victories during the Revolutionary War. The design is based on the 1851 painting by Emmanuel Leutze, "Washington Crossing the Delaware."

It was a cold Christmas night in 1776 and the Delaware River was frozen in many places. General George Washington calculated the enemy would not be expecting an assault in this kind of weather. He and his soldiers courageously crossed the Delaware River into Trenton, New Jersey. Using surprise as their greatest weapon, Washington's army captured over 900 prisoners and secured the town. Later that night, his army continued towards Princeton, New Jersey, again taking the enemy by



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# State Information 1999 Quarters

surprise. These two victories proved very important to his army as they gave the soldiers courage, hope, and newfound confidence. The supplies confiscated from their captives helped them survive the brutal winter of 1777.

**State Capital:** . . . . . Trenton
**State Bird:** . . . . . Eastern Goldfinch
**State Tree:** . . . . . Red Oak
**State Flower:** . . . . . Purple Violet
**State Motto:** . . . . Liberty and prosperity
**Entered Union (rank):** . . . . . December 18, 1787 (3)
**Nickname:** . . . . . Garden State
**Origin of Name:** . . . . . From the Isle of Jersey in the English Channel

## Georgia

The Georgia quarter, the fourth quarter released under the 50 State Quarters™ Program, is a real peach. The selected design incorporates several symbols associated with this traditional, yet very diverse southern state.

Just from studying the Georgia quarter design, one can learn a lot about the fourth state of the Union. The selected design prominently features the peach—a symbol long associated with the state—within the confines of a silhouetted outline of the state. Live Oak sprigs border the central design paying homage to the official state tree, the Live Oak. And if you ever need to know the Georgia state motto, simply look across the top of the design, where the words "Wisdom, Justice, and Moderation," grace a hanging banner.

**State Capital:** . . . . . Atlanta
**State Bird:** . . . . . Brown Thrasher
**State Tree:** . . . . . Live Oak
**State Flower:** . . . . . Cherokee Rose
**State Motto:** . . . . . Wisdom, justice, and moderation
**Entered Union (rank):** . . . . . January 2, 1788 (4)
**Nickname:** . . . . . Empire State of the South
**Origin of Name:** . . . . . In honor of King George II of England
**State Song:** . . . . . "Georgia on My Mind"

## Connecticut

The Connecticut quarter, the last 50 State Quarters™ Program coin issued in 1999, features "The Charter Oak," an important part of Connecticut's heritage and existence. On the night of October 31, 1687, Connecticut's Charter was put to a test. A British representative for King James II challenged Connecticut's government structure and demanded its surrender. In the middle of the heated discussion, with the Charter on the table between the opposing parties, the candles were mysteriously snuffed out, darkening the room. When visibility was reestablished, the Connecticut Charter had vanished. Heroic Captain Joseph Wadsworth saved the Charter from the hands of the British and concealed it in the safest place he could find—in a majestic white oak. This famous tree, "The Charter Oak," finally fell during a great storm on August 21, 1856.

**State Capital:** . . . . . Hartford
**State Bird:** . . . . . American Robin
**State Tree:** . . . . . White Oak
**State Flower:** . . . . . Mountain Laurel
**State Motto:** . . . . . Qui transtulit sustinet (He who transplanted still sustains)
**Entered Union (rank):** . . . . . January 9, 1788 (5)
**Nickname:** . . . . . Constitution State
**Origin of Name:** . . . . . From an Indian word, "Quinnehtukqut," meaning "beside the long tidal river" or "long river place"
**State Song:** . . . . . "Yankee Doodle"



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# State Information 2000 Quarters

## Massachusetts

**Did you know that the design for the Massachusetts quarter was submitted by two fifth-grade students?**

The Massachusetts quarter, the first quarter of the new millennium, features a design of "The Minuteman," a famous statue that stands guard at The Minuteman National Historical Park in Concord, Massachusetts.

The selected design captures a piece of the Bay State's exceptional history. The Minutemen played a big role in protecting our nation, as they rallied together to help defeat the British during the Revolutionary War. These small, influential forces consisting of farmers and colonists, were always at-the-ready and were trained to assemble and fight on just a minute's notice—hence the term "minutemen."

**State Capital:** . . . . . Boston
**State Bird:** . . . . . Chickadee
**State Tree:** . . . . . American Elm
**State Flower:** . . . . . Mayflower
**State Motto:** . . . . . Ense petit placidam sub libertate quietem (By the sword we seek peace, but peace only under liberty)
**Entered Union (rank):** . . . . . February 6, 1788 (6)
**Nickname:** . . . . . Bay State
**Origin of Name:** . . . . . From Massachusetts tribe of Native Americans, meaning "at or about the great hill"
**State Song:** . . . . . "All Hail to Massachusetts"

## Maryland

The Maryland quarter, the second in the Year 2000 series, highlights the striking dome of the Maryland Statehouse.

Through its new quarter, our seventh state shares its pride for the honored Maryland Statehouse. A distinctive building dating back to 1772, it features the country's largest wooden dome built without nails. Besides housing Maryland's colonial legislature, it was also crucial to our national history. From 1783-1784, the Maryland Statehouse served as the nation's first peacetime capital. The Treaty of Paris was ratified here, officially ending the Revolutionary War. A treasure preserved, the Statehouse continues as the country's oldest state capital building still in legislative use.

Leaf clusters from the official state tree, the White Oak, and the nickname the Old Line State complete the selected design. Maryland is nicknamed the Old Line State in honor of its "troops of the line." These troops won praise from George Washington, who was Commander-in-Chief of the Continental Army during the Revolutionary War.

**State Capital:** . . . . . Annapolis
**State Bird:** . . . . . Baltimore Oriole
**State Tree:** . . . . . White Oak
**State Flower:** . . . . . Black-Eyed Susan
**State Motto:** . . . . . Fatti maschii, parole femine (Manly deeds, womanly words)
**Entered Union (rank):** . . . . . April 28, 1788 (7)
**Nickname:** . . . . . Old Line State
**Origin of Name:** . . . . . In Honor of Queen Henrietta Maria (wife of King Charles I of England)
**State Song:** . . . . . "Maryland! My Maryland!"

## South Carolina

The South Carolina quarter, the eighth coin released under the 50 State Quarters ' Program, shows key state symbols—a Palmetto Tree, the Carolina Wren, and the Yellow Jessamine. The Palmetto Tree represents South Carolina's strength. The Carolina Wren's song symbolizes the hospitality of the state's people. The Yellow Jessamine, a delicate golden bloom—a sign of coming spring—is part of South Carolina's vast natural beauty. An outline of South Carolina, and a star indicating the capital, Columbia, form the quarter's background.

The Carolina Wren, the state bird, and the Yellow Jessamine, the state flower, are native throughout South Carolina. The importance of the Palmetto Tree, the state tree, dates back to the Revolutionary



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# State Information 2000 Quarters

War. In 1776, colonists in a small fort built of Palmetto logs successfully defeated a British fleet trying to capture Charleston Harbor. Since then, South Carolina has been called "The Palmetto State."

**State Capital:** . . . . . Columbia
**State Bird:** . . . . . Carolina Wren
**State Tree:** . . . . . Palmetto
**State Flower:** . . . . . Yellow Jessamine
**State Mottoes:** . . . Animis opibusque parati (Ready in soul and resource) and Dum spiro spero (While I breathe, I hope)
**Entered Union (rank):** . . . . . May 23, 1788 (8)
**Nickname:** . . . . . Palmetto State
**Origin of Name:** . . . . . In honor of King Charles I of England
**State Songs:** . . . . . "Carolina" and "South Carolina on My Mind"

## New Hampshire

The New Hampshire quarter, the ninth coin released under the 50 State Quarters™ Program, honors one of the state's most unique natural attractions, "The Old Man of the Mountain." The state's motto, "Live free or die," and nine stars, representing New Hampshire being the ninth state to ratify the Constitution, complete the design.

"The Old Man of the Mountain" is a rock formation that can be found on Mt. Cannon in the Franconia Notch gateway to Northern New Hampshire. From the right view, this unique rock formation, comprised of five layers of Conway red granite, depicts the distinct profile of an elderly man gazing eastward. Geographers believe that the layers of granite were positioned by the melting and slipping away action of an ice sheet that covered the Franconia Mountains at the end of the glacial period—some 2,000 to 10,000 years ago. Today, the formation, measuring over 40 feet high with a lateral distance of 25 feet, is held in place by cables and turnbuckles to prevent further slipping and possible destruction.

**State Capital:** . . . . . Concord
**State Bird:** . . . . . Purple Finch
**State Tree:** . . . . . Paper Birch
**State Flower:** . . . . . Purple Lilac
**State Motto:** . . . . . Live free or die
**Entered Union (rank):** . . . June 21, 1788 (9)
**Nickname:** . . . . . Granite State
**Origin of Name:** . . . . . From the English county of Hampshire
**State Song:** . . . . . "Old New Hampshire"

## Virginia

The Virginia quarter, the tenth coin released under the 50 State Quarters™ Program, honors our nation's oldest colony, Jamestown, Virginia. Jamestown turns 400 years old in 2007. The selected design features the three ships, Susan Constant, Godspeed, and Discovery. These ships brought the first English settlers to Jamestown.

On April 10, 1606, King James I of England chartered the Virginia Company to encourage colonization in the New World. The first expedition, consisting of the three ships depicted on the quarter, embarked from London on December 20, 1606. On May 12, 1607, they landed on a small island along the James River nearly 60 miles from the mouth of the Chesapeake Bay. It was here the original settlers (104 men and boys) established the first permanent English settlement called Jamestown, in honor of King James I.

**State Capital:** . . . . . Richmond
**State Bird:** . . . . . Cardinal
**State Tree:** . . . . . Dogwood
**State Flower:** . . . . . Dogwood
**State Motto:** . . . . . Sic semper tyrannis (Thus always to tyrants)
**Entered Union (rank):** . . . . . June 25, 1788 (10)
**Nickname:** . . . . . The Old Dominion
**Origin of Name:** . . . . . In honor of Queen Elizabeth I, the "Virgin Queen" of England



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| State | Capital |
|---|---|
| Alabama | Montgomery |
| Alaska | Juneau |
| Arizona | Phoenix |
| Arkansas | Little Rock |
| California | Sacramento |
| Colorado | Denver |
| Connecticut | Hartford |
| Delaware | Dover |
| Florida | Tallahassee |
| Georgia | Atlanta |
| Hawaii | Honolulu |
| Idaho | Boise |
| Illinois | Springfield |
| Indiana | Indianapolis |
| Iowa | Des Moines |
| Kansas | Topeka |
| Kentucky | Frankfort |
| Louisiana | Baton Rouge |
| Maine | Augusta |
| Maryland | Annapolis |
| Massachusetts | Boston |
| Michigan | Lansing |
| Minnesota | St. Paul |
| Mississippi | Jackson |
| Missouri | Jefferson City |
| Montana | Helena |
| Nebraska | Lincoln |
| Nevada | Carson City |
| New Hampshire | Concord |
| New Jersey | Trenton |
| New Mexico | Santa Fe |
| New York | Albany |
| North Carolina | Raleigh |
| North Dakota | Bismarck |
| Ohio | Columbus |
| Oklahoma | Oklahoma City |
| Oregon | Salem |
| Pennsylvania | Harrisburg |
| Rhode Island | Providence |
| South Carolina | Columbia |
| South Dakota | Pierre |
| Tennessee | Nashville |
| Texas | Austin |
| Utah | Salt Lake City |
| Vermont | Montpelier |
| Virginia | Richmond |
| Washington | Olympia |
| West Virginia | Charleston |
| Wisconsin | Madison |
| Wyoming | Cheyenne |

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**1999**

**2000**

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## 2000

## 1999

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# THE UNITED STATES MINT
# 50 STATE QUARTERS™ PROGRAM

| Release Year | Statehood Date |
|---|---|
| **1999** | |
| Delaware | December 7, 1787 |
| Pennsylvania | December 12, 1787 |
| New Jersey | December 18, 1787 |
| Georgia | January 2, 1788 |
| Connecticut | January 9, 1788 |
| **2000** | |
| Massachusetts | February 6, 1788 |
| Maryland | April 28, 1788 |
| South Carolina | May 23, 1788 |
| New Hampshire | June 21, 1788 |
| Virginia | June 25, 1788 |
| **2001** | |
| New York | July 26, 1788 |
| North Carolina | November 21, 1789 |
| Rhode Island | May 29, 1790 |
| Vermont | March 4, 1791 |
| Kentucky | June 1, 1792 |
| **2002** | |
| Tennessee | June 1, 1796 |
| Ohio | March 1, 1803 |
| Louisiana | April 30, 1812 |
| Indiana | December 11, 1816 |
| Mississippi | December 10, 1817 |
| **2003** | |
| Illinois | December 3, 1818 |
| Alabama | December 14, 1819 |
| Maine | March 15, 1820 |
| Missouri | August 10, 1821 |
| Arkansas | June 15, 1836 |
| **2004** | |
| Michigan | January 26, 1837 |
| Florida | March 3, 1845 |
| Texas | December 29, 1845 |
| Iowa | December 28, 1846 |
| Wisconsin | May 29, 1848 |
| **2005** | |
| California | September 9, 1850 |
| Minnesota | May 11, 1858 |
| Oregon | February 14, 1859 |
| Kansas | January 29, 1861 |
| West Virginia | June 20, 1863 |
| **2006** | |
| Nevada | October 31, 1864 |
| Nebraska | March 1, 1867 |
| Colorado | August 1, 1876 |
| North Dakota | November 2, 1889 |
| South Dakota | November 2, 1889 |
| **2007** | |
| Montana | November 8, 1889 |
| Washington | November 11, 1889 |
| Idaho | July 3, 1890 |
| Wyoming | July 10, 1890 |
| Utah | January 4, 1896 |
| **2008** | |
| Oklahoma | November 16, 1907 |
| New Mexico | January 6, 1912 |
| Arizona | February 14, 1912 |
| Alaska | January 3, 1959 |
| Hawaii | August 21, 1959 |

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